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| Mr. Michael T. Davis  Pre-Calculus | | DBQ – Project – Q4  May 9, 2017 | |
| Name: | |

**What is a DBQ**

A document-based question (DBQ), also known as data-based question, can be an essay, a series of short-answer questions, responses in a Socratic Seminar, or any number of other forms. A DBQ is constructed by a student using one's own knowledge combined with support from several provided sources. A DBQ is a type of authentic assessment and a way for students to interact with historical records. A DBQ asks students to read and analyze historical records, gather information and fill in short scaffolding response questions, and assimilate and synthesize information from several documents. Each student then responds to an assigned task, by using information gleaned from the documents as well as their own outside information. DBQ’s help students compare and contrast issues from differing perspectives, reconcile differing positions, evaluate the strength of particular arguments, provide authentic opportunities at a high level of thinking, and develop life skills.

**The Question or Issue: Should the structure, approach and methods of teaching Mathematics at the elementary and secondary levels today be maintained as is, be moderately modified or overhauled (transformed) drastically?**

**The Task:** Read the content in the documents listed in the “Sources” section below. Develop an understanding of the issues, the arguments and the various points of view presented by the authors. Develop your own perspective based on what you read. Be prepared to participate in a Socratic Seminar, during which time you will share your understanding of the issues presented in the Source documents, present your opinion or position relevant to the question stated above, making references to what was written in the documents. Take a position on the issue, state your position clearly, and offer adequate support for your position and the reason you hold the position you chose. Be ready to listen critically to what other say and be ready to respond to them to show you hear them and are giving full consideration to what they are saying.

**Date of the Socratic Seminar:** Beta Period - Tuesday, May 16 (double block).

Alpha Period - Wednesday, May 17 (double block).

**The Grading:** You will be graded based on the following criteria:

1. Knowledge of the content of the Source documents listed below.
2. The extent to which you formulated a well-defined position or opinion on the relevant issues.
3. The extent to which you support your position or opinion with references to the content in the Source documents listed below.
4. The extent to which you participate in the group discussion with your classmates.
5. The extent to which demonstrate that you are listening to your classmates and considering fully what they are saying.

**Sources:**

1. [**http://www.nytimes.com/2016/02/28/opinion/sunday/the-wrong-way-to-teach-math.html?\_r=1**](http://www.nytimes.com/2016/02/28/opinion/sunday/the-wrong-way-to-teach-math.html?_r=1)
2. [**http://nces.ed.gov/surveys/pisa/pisa2009highlights\_3.asp**](http://nces.ed.gov/surveys/pisa/pisa2009highlights_3.asp) FYI: OECD stands for Organization of Economic Co-operation and Development.
3. [**http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=REL2015096**](http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=REL2015096) from the National Center for Education Statistics.
4. [**https://www.understood.org/en/community-events/blogs/expert-corner/2015/01/15/why-math-is-taught-differently-today**](https://www.understood.org/en/community-events/blogs/expert-corner/2015/01/15/why-math-is-taught-differently-today)
5. [**http://freedomoutpost.com/common-core-math-wont-believe-subtraction-method-taught-americas-kids/**](http://freedomoutpost.com/common-core-math-wont-believe-subtraction-method-taught-americas-kids/)
6. [**http://learning.blogs.nytimes.com/2011/08/26/do-we-need-a-new-way-to-teach-math/**](http://learning.blogs.nytimes.com/2011/08/26/do-we-need-a-new-way-to-teach-math/)
7. [**http://www.nytimes.com/2011/08/25/opinion/how-to-fix-our-math-education.html?version=meter+at+2&module=meter-Links&pgtype=Blogs&contentId=&mediaId=&referrer=https%3A%2F%2Fwww.google.com%2F&priority=true&action=click&contentCollection=meter-links-click**](http://www.nytimes.com/2011/08/25/opinion/how-to-fix-our-math-education.html?version=meter+at+2&module=meter-Links&pgtype=Blogs&contentId=&mediaId=&referrer=https%3A%2F%2Fwww.google.com%2F&priority=true&action=click&contentCollection=meter-links-click)
8. [**http://www.air.org/news/press-release/new-study-finds-us-math-students-consistently-behind-their-peers-around-world**](http://www.air.org/news/press-release/new-study-finds-us-math-students-consistently-behind-their-peers-around-world) FYI: See the table of rankings.